



Link SLDS across the P-20 education pipeline and across state agencies

Lyndsay Pinkus

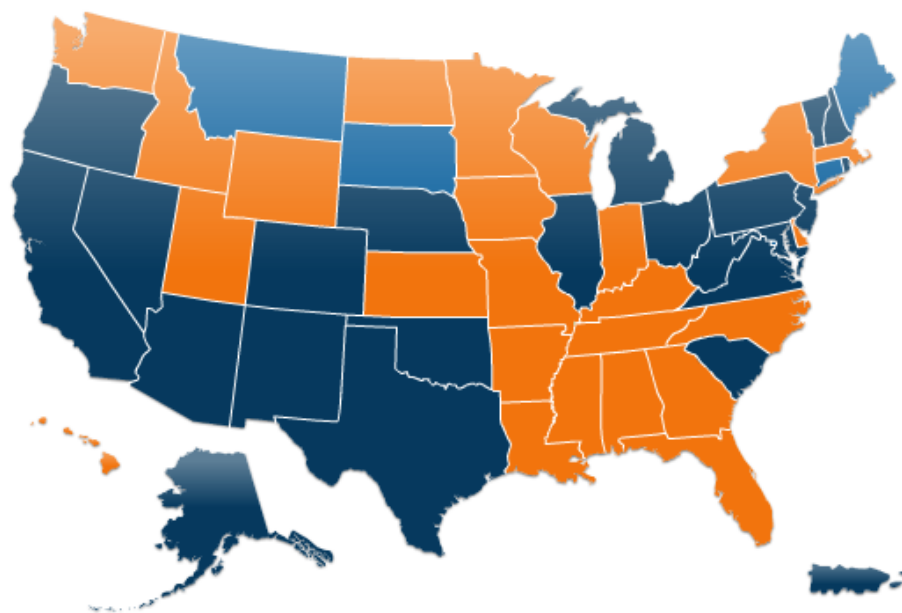
DATAQUALITY
CAMPAIGN

Using Data To Improve Student Achievement

States Have Made Significant Progress Building SLDS

24 states report that they have all 10 Essential Elements

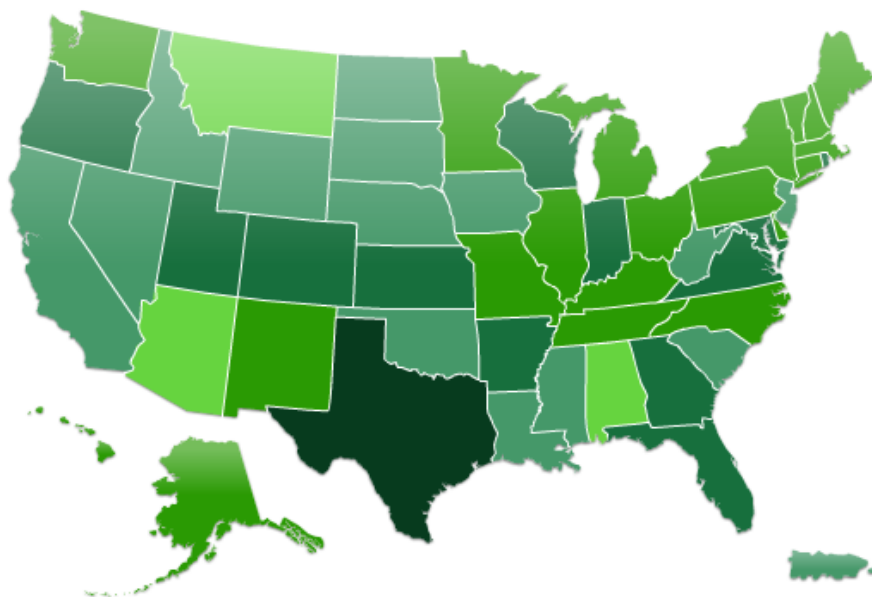
2010



0-1 2-3 4-5 6-7 8-9 10

No states have taken all 10 State Actions

2010



0-1 2-3 4-5 6-7 8-9 10

DQC 10 State Actions to Ensure Effective Data Use

Link data systems across P-20 and the workforce to answer key questions

1. Link state K-12 data systems with early learning, postsecondary, workforce, and others
2. Create sustainable support for the longitudinal data system (LDS)
3. Develop governance structures to guide LDS
4. Build state data repositories

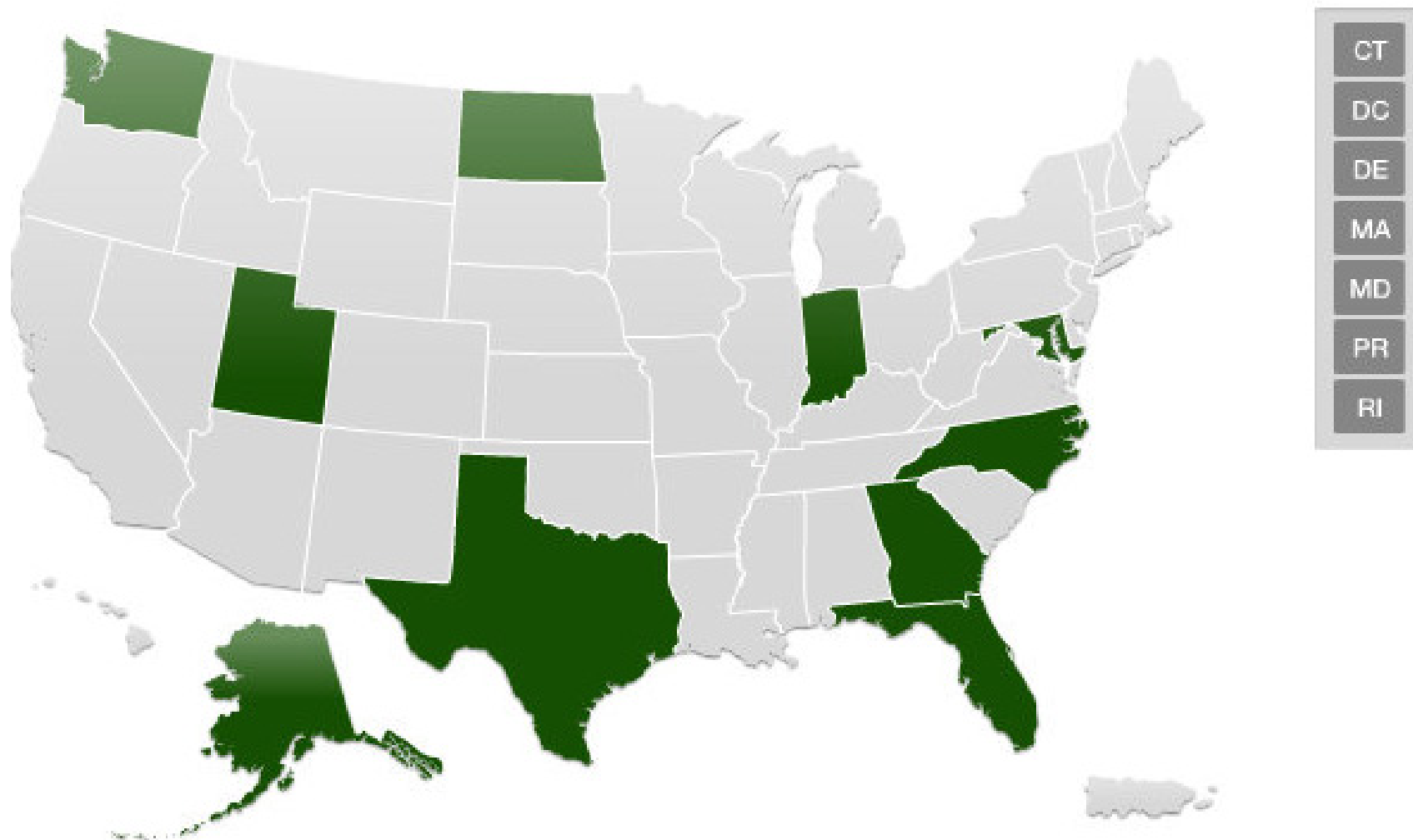
Ensure that appropriate data can be accessed while protecting privacy

5. Provide timely role-based access to data
6. Create progress reports with student-level data for educators, students, and parents to make individual decisions
7. Create reports with longitudinal statistics to guide change at system level

Build capacity of all stakeholders to use longitudinal data

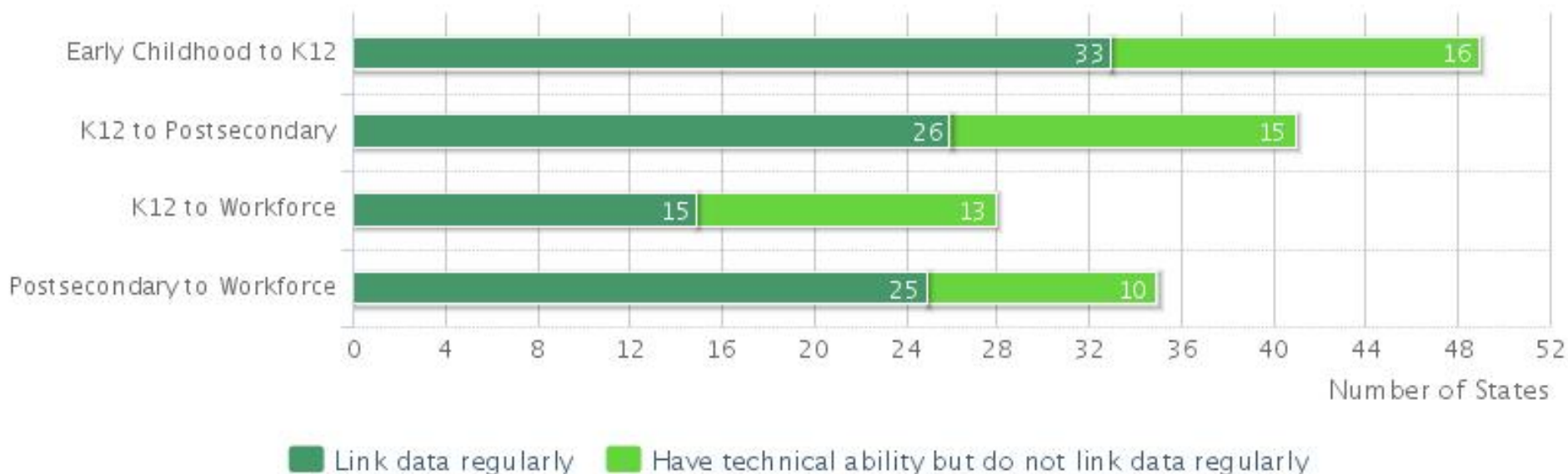
8. Develop a research agenda
9. Implement policies to ensure educators know how to use data appropriately
10. Raise awareness to ensure all key stakeholders know how to access and use data

Action 1: Link state K-12 data systems with other critical information data systems



Linkages by system

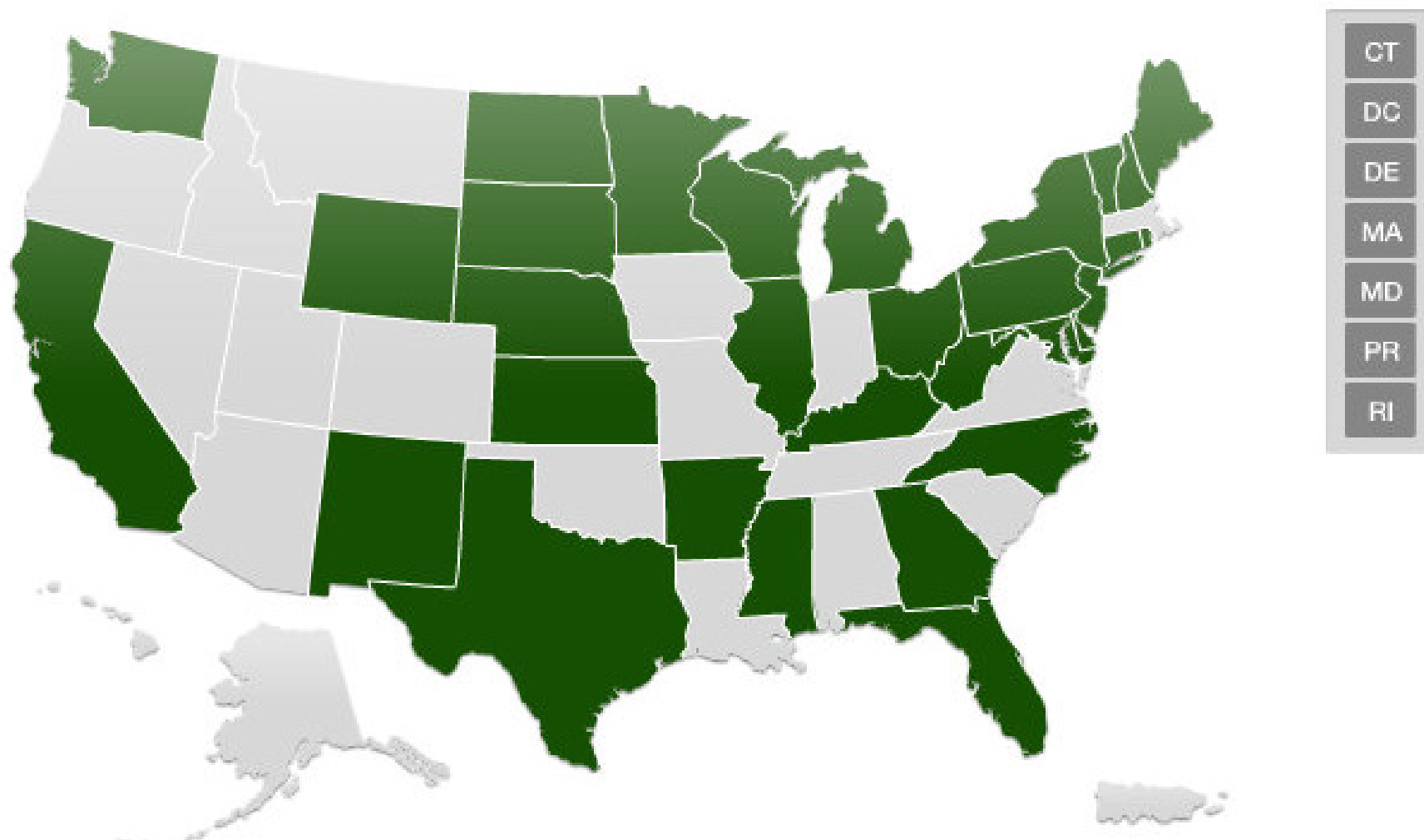
STATES THAT REPORT THE TECHNICAL ABILITY TO LINK VS. STATES THAT REGULARLY LINK P-20



Continuing the Conversation

- What policy questions would you want your state to answer if it linked K-12 data with early childhood, postsecondary and/or workforce information?
- How would CTE programs benefit from this work?

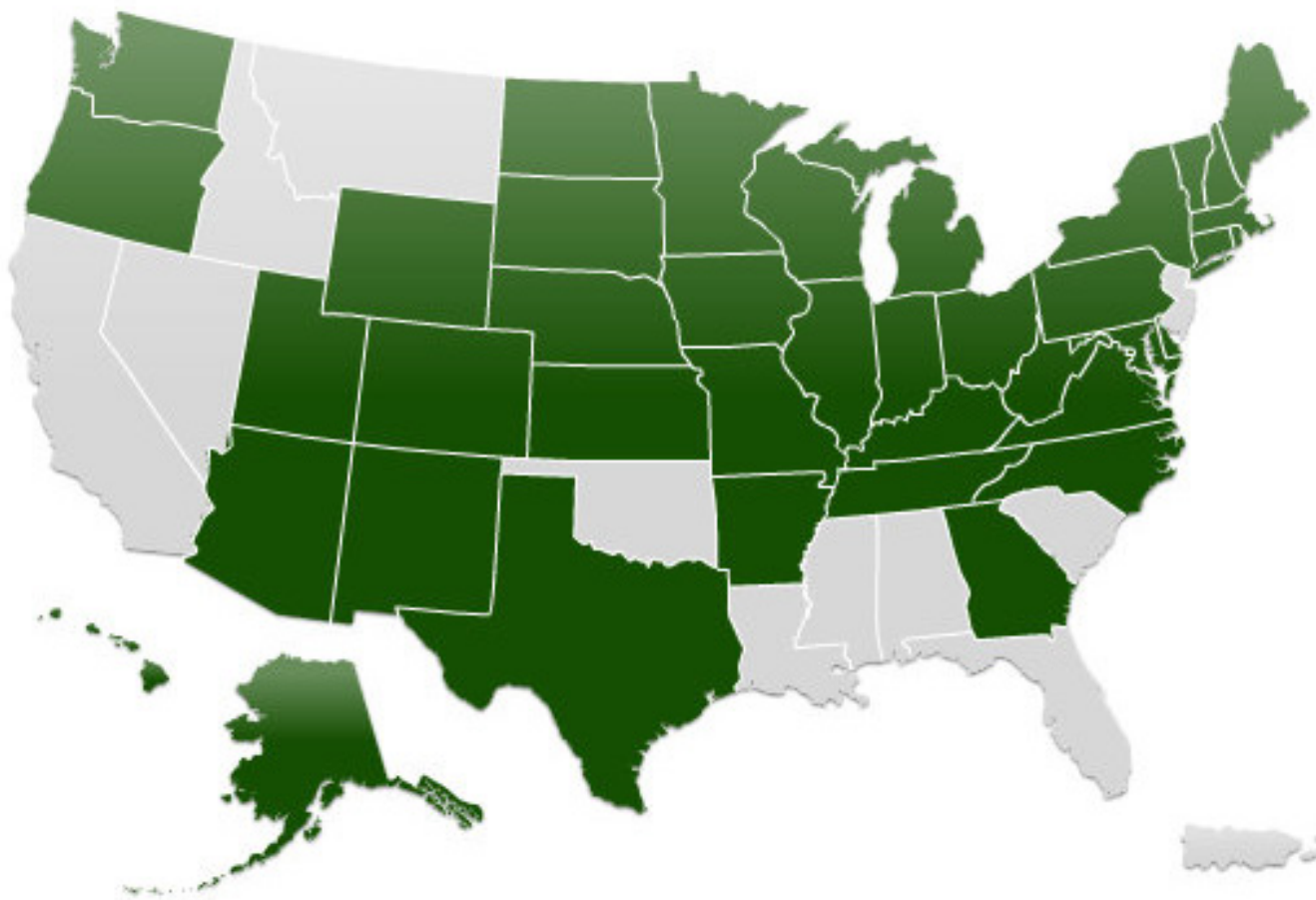
Action 2: Create sustainable support for the longitudinal data system



Continuing the Conversation

- Has your state considered establishing policies, such as legislation, that communicate the need to build, maintain, and use statewide longitudinal data systems?
- Does your state's financial support for statewide longitudinal data systems address ongoing maintenance needs?
- Does your state's financial support for data systems align with the state's policy goals, such as the need for alignment between K-12 and postsecondary education data systems?

Action 3: Develop governance structures to guide LDS



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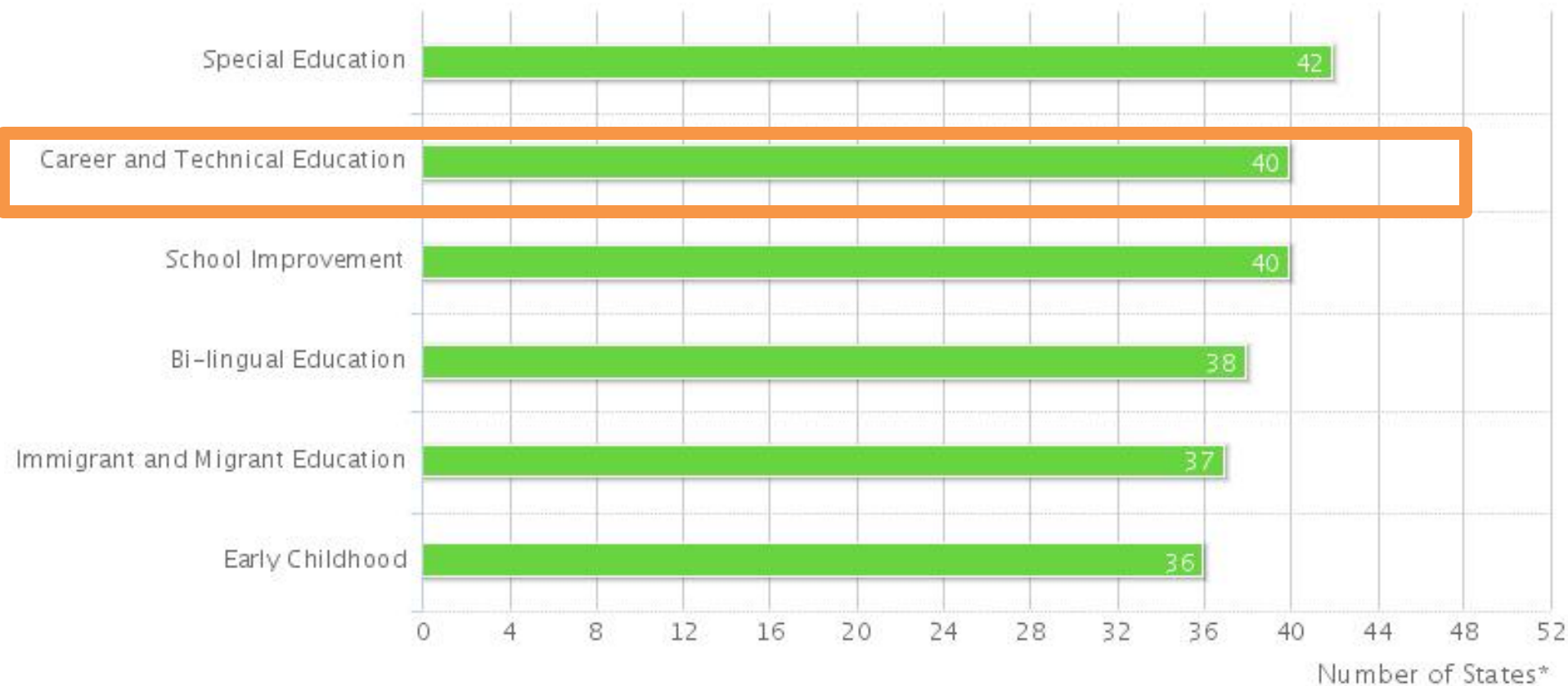
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Including CTE in governance conversations

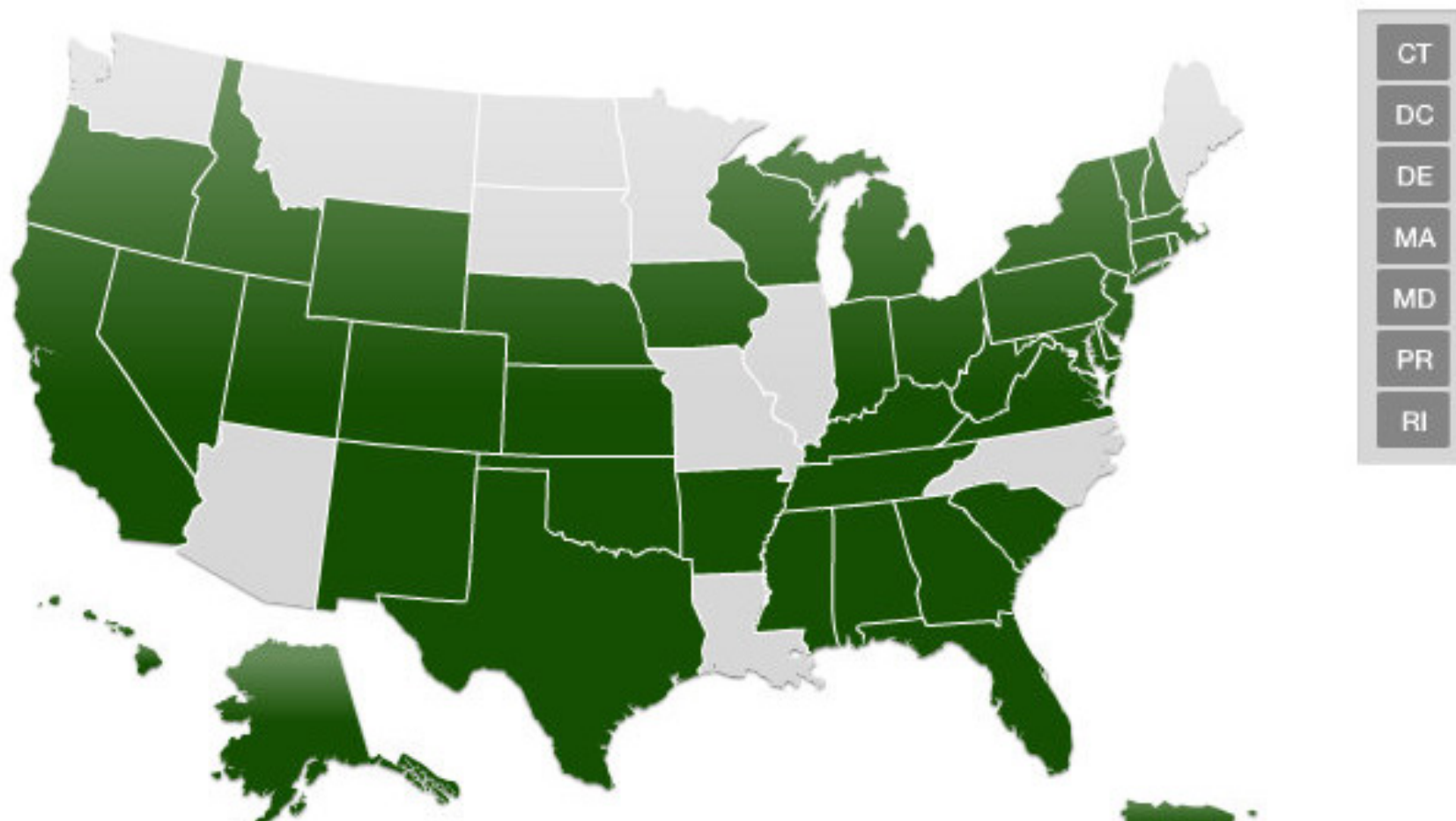
Education programs and offices included in K-12 governance structures



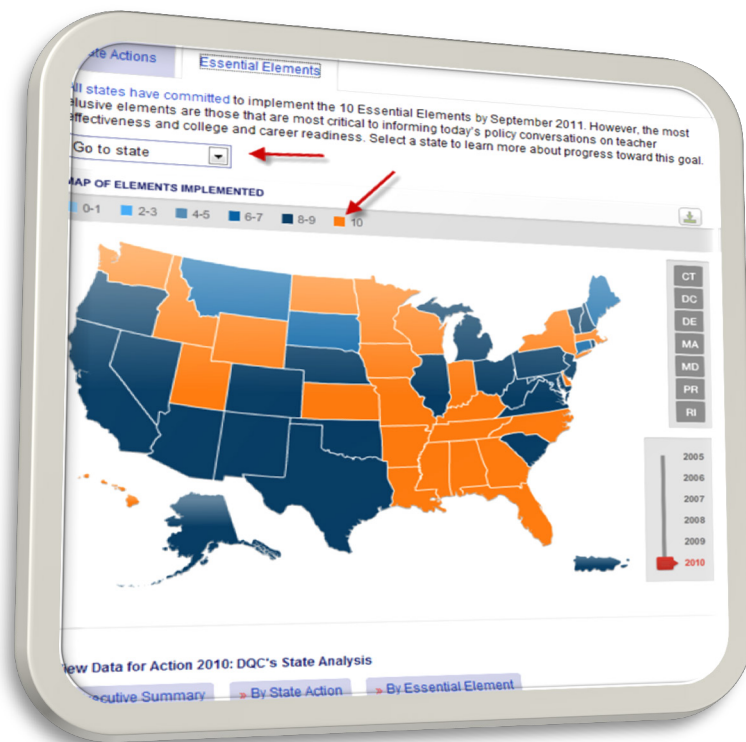
Continuing the Conversation

- Has your SEA established a governance structure to guide data collection, sharing, and use? Is the CTE perspective represented?
- Does your state have a cross-agency governance structure to oversee data collection, sharing, and use? Does it include representatives from early childhood, K-12, postsecondary, and the workforce? Is the CTE perspective represented?

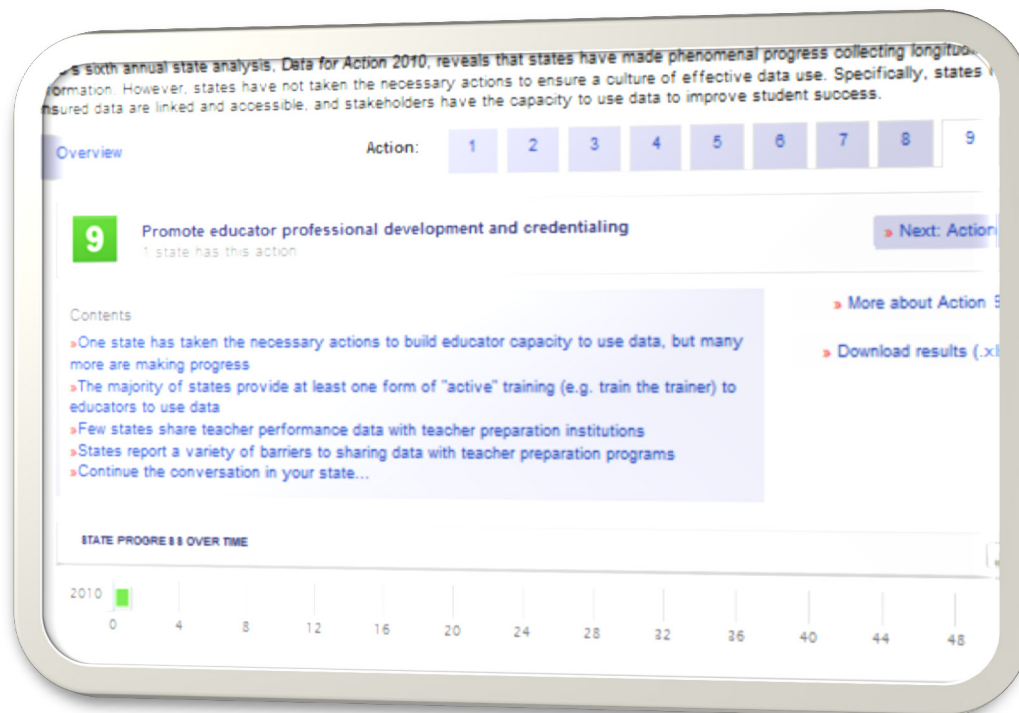
Action 4: Build state data repositories



More info at www.dataqualitycampaign.org



By state, including detailed analysis
and printable profile



By element or action, including detailed analysis

Contact DQC staff for customized
analyses or more information at
info@dataqualitycampaign.org

Additional Resources

- [Profiles from the field](#)
- [Using Linked Data to Drive Education and Training Improvement](#)
- [Getting Started: 10 Fundamentals of Coordinated State Early Care and Education Data Systems](#)

Contact the DQC

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www.DataQualityCampaign.org